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ABSTRACT

Bloom Township High School in Chicago Heights, Illinois, has set up a reading program which includes a reading clinic, a reading laboratory, and a program of Individually Prescribed Study (IPS). The IPS helps the students to master the reading skills necessary for his course work in content areas. Used in this program are various materials for working on reading skills including SRA Reading Labs, "Be A Better Reader" and other commercially produced skill books, and materials designed by the staff of the program to correspond to the course work of the students. Personnel of the program include a reading consultant, reading specialists, reading clinicians, and teacher aides. An inservice training program is provided for all freshman English teachers. The entire freshman class is enrolled in the reading program, and it may be elected by students in any other class. Tests and observational data indicate that the program is effective, particularly for boys and for students of lower IQ's. This effectiveness is largely attributed to the program's flexibility. References are included. (AL)

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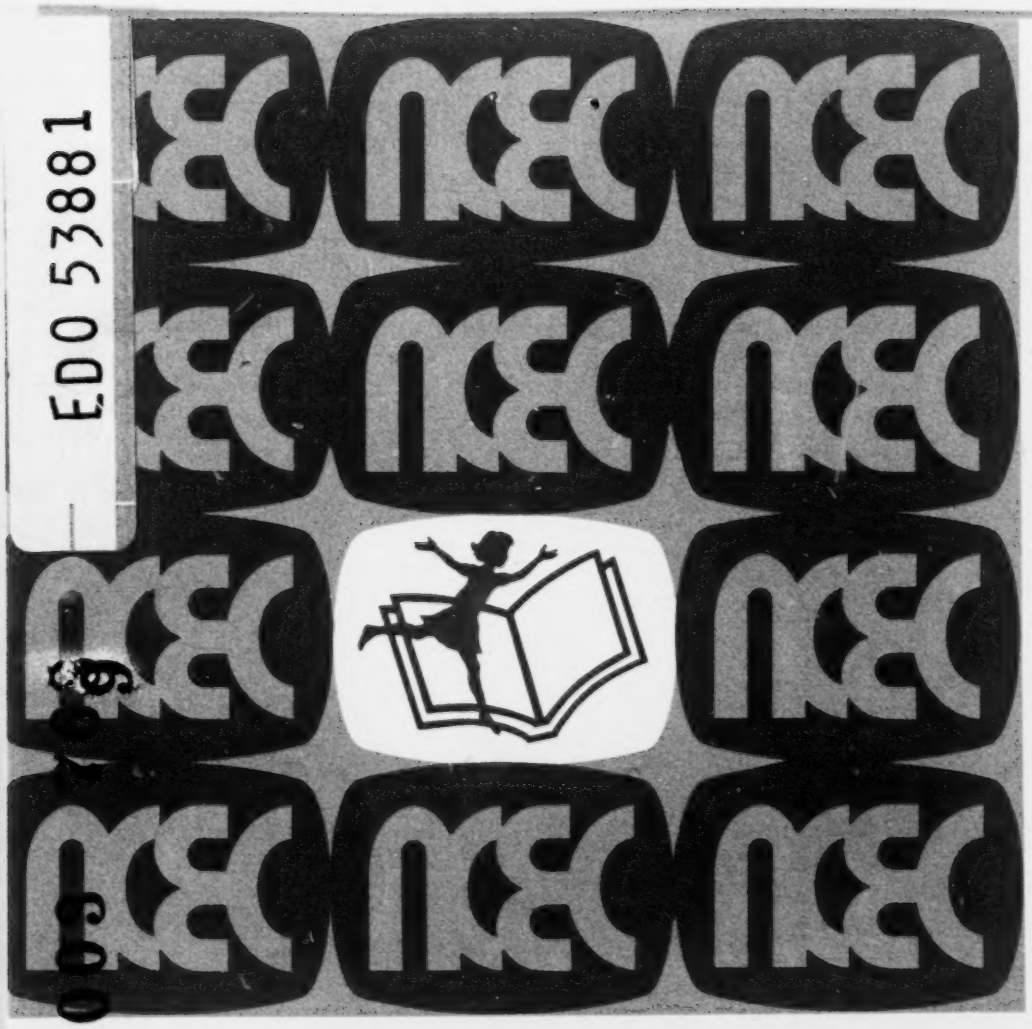

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NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

Model Programs

Reading

Bloom Township High School Reading Program

Chicago Heights, Illinois

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Model Programs

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Bloom Township High
Chicago Heights, Illino

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland, Jr., *Commissioner*

Model Programs

OE-30033

Reading

Bloom Township High School Reading Program
Chicago Heights, Illinois

A high school reading program helps poor readers through individually prescribed study in specific content areas

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FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, they w
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- Corrective Reading P
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- Exemplary Center for
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- Perceptual Developme
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- Project PLAN, Parker

FOREWORD

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Programs--Childhood Education
ce these booklets had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

Bloom Township High School provides a comprehensive reading program at the high school level, including a reading clinic for students with serious reading disabilities, a reading laboratory for students at all levels of reading proficiency, and a program of individually prescribed study (IPS) involving reading in specific content areas, which is the focus of this report. A student whose reading problems hinder his progress in a specific subject is referred by the teacher to IPS, where he pursues a sequence of self-directed instructional activities designed to help him successfully complete the course. The referring teacher and a special reading aide work together to plan an appropriate program for the student, which includes work on vocabulary of the subject area and readings which parallel the course content but are on a simpler reading level.

Context of Program

LOCALE

Bloom Township School District is located about 30 miles south of downtown Chicago. The population of the district is approximately 75,000 people--15 to 20 percent Mexican-Americans, 35 to 40 percent black, and the rest white. Although in the past there had been many migrant workers in the district, their number is declining since truck farming is being replaced by new housing developments. There is a growing number of industries.

Within the past few years there has been a noticeable increase in population. Many low-income families and unskilled laborers are moving into the area, and many families are on welfare or food stamps.

The Bloom Township High School has two divisions, which are housed in two separate buildings located nine miles apart. The freshman-sophomore division has a student population of approximately 2,200 and the junior-senior division, approximately 2,400. Because of lack of space in the freshman-sophomore division, 700 sophomores are housed in the junior-senior division. Class size

is 30 to 35 students for the average and fast classes and 25 for the slow classes.

Students entering the high school are from 17 elementary or "feeder" schools located in the seven cities which make up the Bloom district. The organizational pattern of these schools is either grades one through six with seventh and eighth grades in a junior high school, or grades one through eight. For many of the students, both blacks and whites, the racial integration of the high school is a new experience. In 1968-69, 26.6 percent of the students had an IQ range between 85 and 99, and 30 percent had an IQ ranging between 100 and 114. School officials estimate that most of the slower students in the junior-senior division have jobs and may work as much as 6 to 7 hours a day.

The English department at the high school's two divisions has a total of 50 teachers; of these, seven make up the reading staff.

NEEDS ASSESSMENT

Data from standardized tests revealed that nearly 50 percent of the students at Bloom Township High School were scoring below their grade level in reading. Staff members felt that difficulty in reading the assigned textbooks was the primary reason why many

students found it difficult to master the content of high school courses. With the median reading level of entering ninth graders a year below the national norm, the need was apparent for special instruction in reading which would reach the majority of the student body.

HISTORY

The school's English department was particularly concerned with upgrading student reading performance. Bloom's program in reading began when the department joined with the University of Chicago reading staff in 1958, after the high school had been accepted by the University as one of the participants in its School Improvement Program. With the aid of a University consultant, an experimental project in reading was set up for all ninth graders; it was revised and expanded in 1962-63.

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The purpose of the program was twofold: to give students definite training in reading skills and to give the regular classroom teachers inservice laboratory training which would enable them to incorporate the needed teaching of reading in their classes. Each freshman English class was brought into a reading laboratory for a 6-week period. The English teacher accompanied the class to

observe and to practice teaching with the special reading laboratory teacher.

In 1966 the school qualified for ESEA title I funds to establish a remedial reading clinic serving freshmen and sophomores who had especially serious reading deficiencies. The third major component of Bloom's reading program, the individually prescribed study (IPS) service, began in 1968, also under title I funds. IPS was designed to help all students whose reading problems were contributing to failure in specific academic subjects.

Program Description

Bloom Township High School's Reading Program currently involves the entire freshman class, as well as sophomores, juniors, and seniors who have special needs or elect additional work in reading. Placement in various components of the reading program is done on the bases of scores on a special comprehensive reading survey developed at the school, standardized tests, and teacher

SCOPE

referral. Since Bloom uses a "tracking" system in most classes, this also may affect which segment of the reading program a student enters.

In the freshman-sophomore division all entering freshmen at the school are given the Informal Reading Inventory in their English classes. The test, made up jointly by the teachers, includes sections on word analysis, oral reading, vocabulary, and comprehension. It is administered in parts over a period of 4 to 6 weeks in the fall. All freshman English classes receive reading instruction periodically throughout the year. The length of periods spent in reading has varied in different years. Freshmen in the lower track are scheduled into reading laboratory classes, where they are instructed by a reading specialist and their regular teacher, who at the same time receives inservice training from the specialist. Freshmen in the upper tracks go to the reading resource room, also staffed by a reading specialist, where they receive reading instruction concentrating on specific skill areas.

Students who are reading 2 or more years below grade level are placed in the reading clinic, where the clinic staff provides intensive individual instruction until their reading level more

closely approximates their potential. The clinic gives diagnostic tests including intelligence tests, reading tests, and vision and hearing tests; keeps test information on file for each student referred; and sends full reports for parents, teachers, and counselors. The clinic also serves teachers as a resource center for materials and equipment related to reading.

At the junior-senior division the reading program has a reading clinic service like that at the freshman-sophomore division. Reading instruction is also offered by a reading specialist for students who wish to improve their skills or speed in preparation for future academic work or who are referred by their teachers for special help in reading. For juniors, a 9-week elective course in reading and writing is available; this course meets 3 days a week in the reading center with the reading specialist, the other 2 days with the regular English teacher.

The individually prescribed study (IPS) component of the reading program has operated for 2 years in the freshman-sophomore division and, beginning with the second semester of 1970-71, is available also to students in the junior-senior division. Students who are having reading problems with the content material in

a particular course may be referred to IPS by their teacher. The courses for which IPS support is available in the freshman-sophomore division are general science, Afro-American history, world cultures, physiology, basic language development, general business, and study skills. Many of these are required courses which all students take; some, such as basic language development, may include Mexican-American or foreign students for whom English is a second language. In the junior-senior division IPS is presently planned to include history, science, and special vocabulary and will also offer whatever other subjects students and teachers feel are most needed.

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The number of students involved in the total Bloom reading program in 1970-71 includes all the freshmen in the reading lab or resource room, approximately 1,200 students; the freshmen and sophomores in the reading clinic, about 150 students; and the sophomores, juniors, and seniors participating in special help sessions or the reading and writing elective course at the reading center, about 400 to 500 students. The IPS program at the freshman-sophomore division served 151 students during the spring semester of 1970; it is estimated that the program will serve about twice this number when fully implemented at both schools in 1971.

Sophomores who are housed at the junior-senior division will be the main focus of IPS service there, but juniors and seniors who need the help will also be eligible.

FACILITIES

Each of Bloom Township High School's two divisions has special facilities which house the reading program. The freshman-sophomore division was constructed in 1964 and reading program facilities were specially planned and built into the school. These facilities include the reading laboratory, reading resource room, reading clinic, and the room which is now used for IPS. The reading lab is a regular-sized classroom adjoined by two smaller rooms, one of which has windows looking into the larger classroom. It may be used for small group or individual work. The other small room may also be used by students or as a storage room or office. The IPS room is next to the windowed room. The reading resource room is similar to the reading lab, with the two smaller adjoining rooms used for housing resources and teachers' working space. The reading clinic is located in a special mobile unit on the school grounds.

The junior-senior division of Bloom is in a 35-year-old building, which had to be specially remodeled to accommodate the reading program. A two-room complex known as the reading center houses all reading classes except for IPS and consists of one regular-sized classroom and a long, narrow adjoining room, with windows between the two. This complex is used part time as a clinic. The IPS room is a separate room which can accommodate about 10 students at a time.

10 **MATERIALS AND EQUIPMENT**

The reading rooms in both schools have been specially equipped. Instead of desks they have tables and chairs grouped around the room; some may have individual study carrels or, as in the freshman-sophomore reading clinic, inflatable plastic armchairs.

The reading program has a complete inventory of materials and equipment such as might be found in any good program for teaching reading. These include an audiometer and orthorater for diagnosing hearing and vision handicaps; a library of professional resource materials; various vocabulary, spelling, and phonetics materials; kits; books; workbooks; and audiovisual teaching aids such as controlled readers, tachistoscopes, and Language Masters.

In the IPS program, materials and equipment are designed primarily for self-instruction. They are carefully chosen to support specific course content at various lower reading levels, and some materials are specially made by the reading consultant and the aide.

The IPS rooms are furnished with carrels for individual study. Equipment includes a controlled reader, a Craig reader, three tape recorders, six Language Masters, record players, and earphones. Among the materials used with this equipment are taped chapters from course textbooks; commercial programs which accompany the reading machines; Language Master cards, both commercial and those made at the school to provide drill on the vocabulary of specific courses; and, for basic language development, tapes with oral pattern drills and pronunciation exercises.

Reading materials include SRA *Dimensions in Reading* boxes, which encompass eight different levels with reading selections on each level. IPS has boxes entitled "Manpower and Natural Resources" and "An American Album." The program has the *Be a Better Reader* series, which is set up in relation to content areas such as mathematics, history, science, and English. There are also SRA

Reading Labs Ic and IIIa, which have 10 different levels of reading selections. From the Educational Developmental Laboratories (EDL) Study Skills Library, there are Reference Skill Boxes CCC through III, Social Studies Boxes CC through II, and Science Boxes C through I. *Lessons for Self-Instruction in Basic Skills,* published by California Test Bureau, and *Practice Exercises in Reading,* by Gates-Peardon, are also available, in addition to Reader's Digest *Skill Builders,* the Sullivan Programmed Reading Series, and many high interest-low readability books on various subjects.

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The required courses for which IPS provides support generally use a single basic textbook. The IPS room has copies of each one. For use with various chapters of these basic textbooks, there are dittoed excerpts of key sections, which are sometimes recorded on tape so that the student can listen while reading a passage. In addition, there may be Language Master cards and self-check tests on the vocabulary from these selections.

Many of the commercial materials in the IPS room are coded as support materials for specific sections of textbooks. They are keyed to content areas and to particular reading skills, and there are usually materials available to support each content area on

all levels from grade three to grade nine. For example, EDL Box CC, on the third-grade level, has been keyed to a chapter in the textbook used in the selected world cultures course. A different selection may be keyed to this material at the fifth-grade level.

The selection of materials to coordinate with classroom work is done by the reading consultant and the IPS aide. The aide finds out from each referring teacher what material his class will be covering each week and prepares IPS materials accordingly. In addition to using commercially available materials, she may reproduce easy readability excerpts from magazines on the same subjects, such as articles on drugs for physiology. She may borrow grade school textbooks on a certain subject and extract material corresponding to that in the high school text. She also reproduces simplified diagrams, maps, and newspaper articles. It is often necessary to change and update IPS materials, owing to changes in course content, as when teachers in the selected world cultures course decided to depart somewhat from the text and to emphasize current problems in various world cultures.

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PERSONNEL

The reading program for both divisions of the high school is directed by the supervisor of reading, who is also the English department chairman. Her reading staff consists of seven teachers and six reading aides. At the freshman-sophomore division, a reading consultant serves as a resource person in reading to all freshman-sophomore teachers. Her primary responsibilities include research and development of programs and services in cooperation with the reading staff, assisting English teachers in planning and executing reading instruction, evaluating programs, preparing proposals, and working on the budget. Her staff consists of three reading specialists and three reading clinicians.

The specialists for the reading lab at the freshman-sophomore division and reading center at the junior-senior division conduct inservice training for English teachers and, when time permits, for content area teachers. Throughout the year, they serve as resource persons in reading for English teachers and other teachers. They plan and direct the testing program and report and interpret results. In addition, the reading lab specialist at the freshman-sophomore division arranges schedules and assists classroom teachers in instructing special classes in the lab. At the

junior-senior division, the reading center specialist teaches small groups of students reading and study skills.

At the freshman-sophomore division, the resource room reading specialist plans and assists in the teaching of study skills, vocabulary, critical and inferential reading and independent reading for average and fast English classes. All reading specialists are responsible for maintaining materials and equipment and investigating and recommending new materials and equipment for their respective rooms.

The three clinicians (one acting as director) identify, diagnose, and schedule students for the clinic; teach students reading in their weak areas; prepare reports on each student; and serve as resource persons for individual teachers. In addition, the clinic director trains new reading clinicians; and maintains and recommends materials, tests, and equipment for use in the clinic.

Of the six aides, one works for the reading lab specialist and one for the resource room specialist. Their duties are to assist in preparing, maintaining, and setting up materials and equipment and to assist the teacher in various activities related to the

room. Each division's English department employs an aide to prepare and circulate materials helpful to all teachers.

To carry out the IPS program, there are two reading aides, one at each division. Working under the direction of the reading consultant, and with the cooperation of the content area teachers, the aides supervise students who come into the IPS room during their study periods. Their duties include:

- Scheduling of students for the IPS program
- Preparing individual lesson folders for the IPS student
- Preparing materials for the IPS lesson
- Maintaining contact with classroom teachers in order to correlate IPS work with the student's classroom work
- Investigating materials for preparation of IPS resource books
- Maintaining materials and equipment in the IPS room
- Helping to administer and score tests; organizing and recording test data

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INSERVICE TRAINING

In 1970-71, inservice training at the freshman-sophomore division is conducted by the reading lab specialist. All freshman English teachers and all new English teachers spend approximately 20 hours each in the lab along with one class of their students. When school opens, each teacher and her class meet in the lab every day and proceed to fewer days per week as the teacher becomes more familiar with the skills required. Using her own students, she learns to administer and evaluate the informal reading inventory test and various standardized tests. After learning to diagnose the reading skill problems of her students, she learns to plan and carry out appropriate instruction, using a variety of methods to develop particular skills.

At the junior-senior division, the reading specialist invites all English teachers to a meeting to explain the purpose and services of the reading program. Those teachers interested in the program are given individual informal instruction on methods and materials appropriate to subject matter and encouraged to observe their students during one of the classes conducted by the reading specialist.

The IPS reading aides are trained by the reading consultant. They become familiar with the equipment and tests and begin studying content area texts before students are scheduled for IPS.

ACTIVITIES

Students are referred to IPS in several ways. In physiology classes, students are given both a visual-aural and a reading test. Students whose scores are three or more points lower on the reading version than on the visual-aural version are referred to IPS. Students who are having reading difficulties in any of the subjects supported by IPS may be referred by their teachers. Various test scores are generally available on each student, including Gates Vocabulary and Comprehension scores and Lorge-Thorndike Verbal and Nonverbal scores. These also help in diagnosis of students who are referred to IPS.

The names of referred students are given to the aide, who calls them in, interviews them, and explains the IPS service. Student participation in the program is voluntary, although the teacher and aide try to convince the pupil that he may be able to help himself in IPS, and teachers may often give special consideration to the extra work that a student does by coming to IPS. Students come to the IPS room during their study periods, usually twice a

week, and every effort is made to see that a student comes regularly for at least the first 2 weeks. Some drop out after 2 weeks; some continue to come all semester. The average period of attendance is estimated by the reading consultant at about half a semester.

When a student enters IPS, standardized tests, informal tests, and conferences with his regular teacher help the reading consultant and the aide to decide at exactly what level his help should start. Depending on what diagnostic information is needed, he may be given the Adult Basic Reading Test, or possibly an informal test, reading a chapter of the textbook used in the class from which he was referred.

The aide confers weekly with referring teachers so that each student's work in IPS corresponds to that being done in his regular class. In class he continues to receive the regular assignments and take the regular tests.

IPS is basically a self-help program. The aide provides appropriate materials, but generally the student works individually. Each pupil has a folder, which is maintained by the aide, and when he comes to the IPS room he refers to this folder to find out

where he should begin work. A typical activity might be working with Language Master cards for words from the section of the text currently being studied in his class. A set of directions for physiology students tells them how to use their diagrams from class in conjunction with Language Master cards--to refer to the diagram for each term, to try to visualize the system while studying the diagrams and terms, and to fill out Language Master check sheets as they use the cards. The check sheets are provided for the pupil to write each word and its set and card number as he learns it. This gives him writing practice and an easy reference to words studied. A student in a general business course may be studying cards for terms such as *comprehensive liability insurance,* while in the next carrel a Spanish-speaking student who is just learning English practices the word *soup*.

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Other student activities in IPS might include reading course content material written on a lower reading grade level, following a voice-recorded reading passage in his book, or taking self-administered quizzes on vocabulary or concepts.

The instructional period lasts 55 minutes each day. Pupils may come to IPS for more than one course if they want to and if they

can be fitted into the schedule. Both the freshman-sophomore and junior-senior IPS rooms can accommodate about 10 students; presently there is no problem of overcrowding.

BUDGET

Since the inception of the reading program at Bloom Township High School, it has received an average of $87,000 per year from ESEA title I funds. This figure, estimated by the superintendent, covers about 60 percent of the program each year. Of the title I funds, 75 percent was spent on salaries, 5 percent on equipment, 5 percent on materials, 5 percent on administration and inservice training, and 10 percent went to the State Teachers Retirement Board. All reading materials, equipment, and furniture for the program were purchased with title I funds. In addition, materials purchased with title II funds for the school were used for the program.

In 1970-71, the title I grant was awarded to be applied toward teachers' salaries. A general breakdown of some of the costs for this year is estimated as follows:

$ 91,000 (approximately)		Teachers' salaries (7 teachers at an average of $13,000 each)
17,280		Teacher aides' salaries ($2 an hour × 8 hours a day × 180 days)
4,500		Portion of reading supervisor's salary
2,650		Inservice training
2,257		Reading materials and replacement of consumable items
800		Books designed to teach reading
137		Materials and books for professional library directly related to reading
130		SCOPE, a high interest-low readability Scholastic magazine for high school students
2,000-3,000		In-kind services

The reading program is part of the English department, where many students benefit directly from the program and nearly all benefit indirectly because of the inservice training their teachers have received. For this reason, a cost-per-student figure for the reading program has not been established. Cost per student per year for the high school as a whole is $1,150.

EVALUATION

The goal of the school's reading service is to enable all Bloom students to use reading as an effective means of communication. The reading program attempts to assess individual abilities, needs, and levels of reading achievement, and to structure its services to meet the demands of each student through direct reading instruction. This is to be supported by inservice training of classroom teachers.

The immediate objective of all reading courses is to improve students' skills in specific areas of reading--vocabulary, comprehension, and rate. Evaluation of the program's overall impact is

based mainly on standardized test scores. The school has devised "Bloom norms" for the Cooperative Reading Test and the Gates Reading Survey which are given to all students. These norms are felt to provide a check on the validity and reliability of national norms for the Bloom population; however, only fast and average classes are included in the Bloom norms.

The second focus of evaluation at Bloom is on the individual components of the reading program, where the populations involved are smaller and generally more homogeneous. Evaluation is usually based on pretests and posttests, student evaluations, and case studies. A staff publication states that evaluation is intensive during pilot stages of new services and projects, supportive thereafter. This is evident in the compilation of evaluation data for the IPS program. The program is evaluated on the basis of teacher observation and final grades in the classes from which students were referred. Data for the program's regular operation during the past year have not yet been compiled. Evaluation data for the IPS pilot program conducted in 1968-69 are available, however, and student progress indicated by these data was considered sufficient to warrant establishing a regular IPS program in the school.

The reading staff concluded that test results indicate that specific reading help was effective and was especially beneficial to boys and to students in the lower IQ ranges. Assuming that low IQ scores on a verbally based intelligence test may be a reflection of a low level of literacy and not exclusively of a low level of intelligence, it was felt that the results gave encouraging evidence that individually prescribed study is an effective way of compensating for the low literacy level of many students.

The reading consultant felt that practices which had been valuable to the program included the flexibility which enables it to support any type of curriculum, either the traditional, textbook-centered course which prevails at Bloom, or an individualized or multimedia instructional approach. She estimated that one beneficial change would be the addition of another aide to do research and provide materials specifically keyed to course content.

For Further Information

Research studies relating to the reading program at Bloom Township High School are described in the following documents:

Paulsen, L., Dorinson, Z., and Fiedler, M., "Building Reading into the High School Curriculum," *Forging Ahead in Reading*, edited by J. Allen Figurel, International Reading Association Conference Proceedings, 12 (1968), 205-212.

Dorinson, Z., and Fiedler, M., "The Effects of Informal Reading Inventory on a High School Reading Program," *Reading and Realism*, edited by J. Allen Figurel, International Reading Association Conference Proceedings, 13 (1969), 789-794.

For further information on Bloom's program or to make arrangements prior to a visit, contact:

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10th and Dixie Highway
Chicago Heights, Illinois 60411
(312) 755-1122

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Ten promising reading programs are included in this series. Follo
of these programs, their location, and a short descriptive state

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

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- School-Within-A-Schoo
  A program for low
  grade students to
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- Remedial Reading Prog
  A small-group rem
  for Mexican-Ameri

- Yuba County Reading-
  A two-part progra
  teacher training
  skills.

Seven programs included in the first *Model Program* series--on childhood education promising reading programs. These are the Interdependent Learner Model of a Foll N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center fo Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; and

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ising reading programs are included in this series. Following is a list
se programs, their location, and a short descriptive statement on each:

nt Program, Thomasville, Ga.
dividualized and
with an emphasis
lls.

roject, Indianapolis, Ind.
fessionals to individ-
ged children in reading.

New York, N.Y.
edial program
rowth for
lents.

rs, and Services, Topeka, Kans.
ram serving about
s 4 through 9.

ng Program, Chicago Heights, Ill.
rogram to help poor readers
escribed study in specific

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.

- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.

- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.

- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.

- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

in the first *Model Program* series--on childhood education--were also identified as
ams. These are the Interdependent Learner Model of a Follow Through Program, New York,
nment Model of a Follow Through Program, Goldsboro, N.C., DOVACK Reading Program,
ctive Reading Program, Wichita, Kans.; Exemplary Center for Reading Instruction,
erceptual Development Center Program, Natchez, Miss.; and Project PLAN, Parkersburg, W.Va.